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AUTHOR Owsley, Jean
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ABSTRACT

A pilot project, entitled Project Senior, was developed and implemented to provide innovative educational programing for older adults in the small rural setting of Thermopolis, Wyoming. Included among the major project activities were the following: a door-to-door survey of 759 persons over 55 years old to determine those courses most desired by the residents of Hot Springs County in Wyoming; presentation of 47 courses dealing with areas such as fire prevention, insurance and estate planning, exercise, hobbies and crafts, nutrition, health maintenance, and coping; provision of services for isolated, home-bound senior citizens; efforts to eliminate the myths of aging; and a campaign to promote interagency cooperation regarding funding and non-duplication of services to senior citizens. While Bible study classes were the most commonly requested programs on the survey, they were the least successful courses offered. The most successful courses, as determined by attendance, were health-oriented or community-concern courses such as Cult Awareness, Rape Prevention, Aerobics, Watercise, and Heart Disease. Project Senior has been a successful attempt to help isolated senior citizens develop life-coping skills and to develop an awareness of the myths of aging. Appended to the report are course outlines and descriptions, the door-to-door survey, and staff training models. (MN)

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PROJECT SENIOR

INNOVATIONS IN EDUCATIONAL PROGRAMMING FOR THE ELDERLY

A PILOT PROJECT * THERMOPOLIS, WYOMING

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Project Senior's final report was compiled and written by Jean Owsley.

For further information on Project Senior, please contact:

Jean Owsley, Coordinator
Adult Education-Lifelong Learning
415 Springview
Thermopolis, WY 82443

(307) 864-3273

Man is a creature of strong spirit who continues to enjoy sensual and intellectual stimulation all his life.

As people age or accept limiting diseases, their priorities and attitudes may change but their human needs do not. They are saddened by injustice, they mourn the loss of loved ones. They are touched by poetry, they applaud drama, and laugh at comedy. They like to look their best. They thrill to the touch of a hand. They can respond coquettishly to interest or flattery of the opposite sex.

They paint, act, nurse, calculate, criticize, engineer, plan, produce, evaluate, dream, create and accomplish.

In short, they are a most important part of life with wisdom, sensitivity, understanding and empathy, gained through the experience of long living. Their contributions can impel us to understand and better ourselves if we will only listen to them.

They are history past and history future, living in the present.

Louise Hermes Drake, RN

ABSTRACT

PROJECT SENIOR: INNOVATIONS IN EDUCATIONAL PROGRAMMING FOR THE ELDERLY

Purpose

This report describes the three phases (planning, implementation and evaluation) of a pilot project in adult education for older adults in the small rural setting of Thermopolis, Wyoming. Also, the report reviews types of educational experiences offered to assist in the maintenance of active, independent, healthy lives of senior citizens and to provide opportunities for them to develop life coping skills (e.g., financial, health, recreational, etc.); program descriptions; implementation and methods of instruction used to reach a large number of heretofore inactive community members; funding and organization of similar programs are also included.

Description of Report Content

The goals and objectives of Project Senior were

1. To provide educational experiences for persons over the age of 55 in Hot Springs County, Wyoming; a small rural community with a population of 5,000.
2. To present programs of interest as determined by a door-to-door survey of the county during the planning phase of the project.
3. To lay foundations for eliminating the myths of aging; assisting older adults in this community to be aware of what they can do to alleviate their own problems; begin building support systems to initiate social change.
4. To provide one-on-one and other home-based experiences for isolated, home-bound seniors.
5. To promote interagency cooperation regarding funding and providing non-duplication of services to seniors; to devise techniques to maintain inter-agency cooperation.
6. To make recommendations on the need of a separate office of education for seniors with a staff to coordinate programs for the elderly.
7. To maintain local autonomy in the development and implementation of Project Senior.

Persons over the age of 55 residing in Hot Springs County were the target audience for Project Senior. The door-to-door survey of persons over 55 (based on the New Jersey Department of Community Affairs guidebook, Assessing the Educational Needs and Resources for Older Adults and revised to be more applicable to Hot Springs County residents) was conducted by trained volunteers who reached 759 of 900 residents over the age of 55.

Interestingly, the most requested program on the survey was to be the most unsuccessful offered. Although several Bible Study classes, each varying in its content, instructor and means of presentation, were offered, not more than five to seven people attended.

The most successful programs (as determined by attendance) were those health oriented or of current community concern such as Cult Awareness, Rape Prevention, aerobics, watercise, heart disease, etc. The best times of day were late mornings or early afternoons; although, evening programs could draw a crowd if of timely importance. Presentations were most successful if not longer than 45 minutes. Instructors designed, developed, or wrote their own courses with the elderly in mind. Additionally, each instructor was given "Ten Tips of Teaching Older Adults" and reviewed other teaching techniques. Age of instructors did not matter as long as the instructor was courteous, knowledgable, and "lively."

Advertising and promotion of courses was conducted by all cooperating agencies through radio, newspapers and by word-of-mouth, flyers, posters, announcements at the local Senior Center, through special invitations, newsletters, journals and public speaking engagements thus using virtually all forms of communication or presentation. As with marketing any product, word-of-mouth was the most effective and least costly means of advertising.

Project Senior sought a curriculum to help isolated seniors develop life coping skills. In that respect, Project Senior made use of the Senior Companion Program (a volunteer program federally funded through ACTION.) It provides "personal meaningful community service opportunities to low-income persons age 60 and over" with an overall goal to find a way to help adults with special needs to live with dignity and in comfort.

It is the opinion of the Project Senior Task Force that no need exists to establish a separate office for education for the elderly; with a concentrated effort on the part of existing agencies a community can develop worthwhile, viable programs.

Maintaining local autonomy in developing and implementing programs for the elderly is of vital importance. Participants, instructors, cooperating agencies need a share in developing, planning and implementing.

As an example of interagency cooperation and the manner in which programs are now continuing, the Watercise program will be briefly described. In conjunction with the Arthritis Foundation, the instructor designed the program to aid arthritis victims in reclaiming mobility. Registration and paperwork was completed by the Adult Education office; advertising by the Senior Center staff and volunteers; screening by Public Health Nurses and local doctors. Funds from Project Senior paid the instructor; pool fees paid with an Arthritis Foundation grant written by the NOWCAP coordinator; advertising was free through news releases.

Because various agencies shared in the development and presentation of Project Senior programs, each agency had a stake in its success so continued to cooperate with the other human service providers. The idea that all agencies working together can do a better job of serving the elderly than each could do alone is the core. By combining and coordinating talents, the potential for service and program growth is that much greater.

Project Senior began not only to provide services in educational, cultural, recreational and academic areas but also to develop awareness of the myths of aging. To eliminate agism ("the stereotyping of and discrimination against people because they are old") is to make social/economic/political changes. To make such sweeping changes, unified, cooperating agencies and individuals must work together to destroy those myths and tap the great resources of creativity which are the elderly in our communities.

This report summarizes the three phases (planning, implementation and evaluation) of Project Senior, a pilot program in adult education for senior citizens residing in Thermopolis/Hot Springs County, Wyoming.

The results as recorded here are intended not only for use by the local agencies cooperating to make Project Senior successful, but by all service providers who are involved with senior citizens as plans are made to develop educational, cultural, recreational, academic and other activities for older adults.

To introduce the results of Project Senior, the reader is referred to an excerpt from Harry W. Hepner (Retirement: A Time to Live Anew [New York: McGraw-Hill, 1969]) as it too reflects, in part, the results of Hot Springs County's pilot program:

> "The majority of older people are not 'problems'....
>
> The majority of the older generation are constructive, active thinking human beings who have much of value to teach us -- they are a real source of ideas about life...".

This report is thus dedicated to those residents of Hot Springs County who willingly shared their "ideas about life" with us so that we may work toward improving the quality of life for all older adults.

ACKNOWLEDGMENTS

The Task Force members of Project Senior gratefully acknowledge the time, effort and financial support of the following agencies and people. Project Senior could never have succeeded without your help.

AARP - Thermopolis/Hot Springs Chapter

Arthritis Foundation

Big Horn Basin Nutrition Program

Canyon Hills Manor

Canyon Village Housing

Central Wyoming College

Foster Grandparents Program

Golden Age Club

Gottsche Rehabilitation Center

Hot Springs County D-PASS

Hot Springs County Library

Hot Springs Memorial Hospital

Hot Springs County Museum & Cultural Center

Hot Springs County Public Health Nurses

Hot Springs County School District # 1

Hot Springs County Senior Citizens Center, Inc.

Hot Springs Counseling Services, Inc.

Hot Springs Human Resource Council

NOWCAP

Thermopolis/Hot Springs Chamber of Commerce

Star Plunge

University of Wyoming Extension

Wyoming Pioneer Home

Wyoming Senior Companion Program

Wyoming Services for the Visually Handicapped

Wyoming State Department of Education

PROJECT SENIOR ADVISORY COUNCIL

Ruth Buchanan

Fred Yeaman

Etta Payne

Ercil Taylor

Carma Kostenbauer

Melvin & Bernice Shafer

Ollie Faust

PROJECT SENIOR TASK FORCE MEMBERS

Steve Bury, Director-Site Manager of Hot Springs County Senior Citizens Center, Inc.

Ilene Johnson, Outreach Coordinator for NOWCAP (Northwest Wyoming Community Action).

Jean Owsley, Coordinator for Adult Education-Lifelong Learning for Hot Springs County.

Shirley Bent Rathbun, Project Director of Big Horn Basin Nutrition Program.

INTRODUCTION

Project Senior, a three-year pilot program in adult education of senior citizens, began in Thermopolis/Hot Springs County, Wyoming, during the Spring of 1979. The yearly phases were planning, implementation and evaluation.

Thermopolis/Hot Springs County was chosen as one of three sites in the United States to receive funds for such a program because of the special community characteristics and because of the unique characteristics of interagency cooperation among the human service providers of Hot Springs County.

Within Hot Springs County approximately 32 percent of the 5,000 population is over the age of 55; the median income of that population is $3,500-4,500. Hot Springs County's cost of living compared to other Wyoming counties rose from twentieth (20th) in the first quarter of 1979 to seventh (7th) in the third quarter; food prices ranked third in the state and the county ranked fourth (4th) in cost of clothing and upkeep. (Index compiled by the Wyoming Division of Research and Statistics.)

The Human Resource Council (please see Appendix for a description) was the agency that built the foundation of cooperation which made Project Senior possible. Because various agencies shared in the development and presentation of Project Senior programs, each agency had a stake in its success and so continued to cooperate with the other human service providers. The idea that all agencies working together can do a better job of serving the elderly than each could do alone is the core; by combining and coordinating talents, the potential for service and program growth is that much greater. (Please see Acknowledgments for a list of cooperating agencies.) Now that the special funding phases are complete, it will be the continuing task of the Human Resource Council to support and build alternatives and create groups to continue programs and to initiate necessary social change.

Project Senior was originally under the local direction of a five (5) member Task Force made up of local senior citizens' project directors, NOWCAP, University of Wyoming Extension Agent (Home Economics) and Adult Education-Lifelong Learning coordinator. Additionally, an ad hoc committee comprised of a large variety of community agencies worked with the Task Force. During the second year of funding, the Task Force was made up of four persons as the Extension Agent was transferred.

The major task of this educational project coincided with the philosophies of the Adult Education-Lifelong Learning office and other Task Force agencies in that it was designed to help people develop a better understanding of the relationship between themselves and their ever-changing environment and to help develop skills to meet the challenge of change. This report reviews the types of educational experiences offered to assist in maintaining active, independent, healthy lives of senior citizens in Hot Springs County and to provide opportunities for them to develop life coping skills (e.g., financial, health, recreational) to better enable them to cope with change.

Also, Project Senior began not only to provide services of educational, cultural, recreational, and academic areas, but also to develop awareness of the myths of aging; to eliminate agism ("the stereotyping of and discrimination against people because they are old") by making economic/social/political changes. To make such sweeping changes, we first must become responsible critics of what we are now doing to develop aging programs in our communities; secondly, by assisting the aging in

our communities to become responsible critics of what they too are now doing to alleviate their own problems; and thirdly, by supporting and building alternatives and creating support groups to initiate social change.

More specifically, the primary goals and objectives for Project Senior were

1. To provide educational experiences for persons over the age of 55 in Hot Springs County.
2. To present programs of interest as determined by a door-to-door survey of the county during the Planning Phase of the project.
3. To lay foundations for eliminating the myths of aging; assisting older adults in this community to be aware of what they can do to alleviate their own problems; begin building support systems to initiate social change.
4. To provide one-on-one, and other home-based experiences for isolated, homebound seniors.
5. To promote interagency cooperation regarding funding and providing non-duplication of services to seniors; to devise techniques to maintain interagency cooperation.
6. To make recommendations on the need for separate offices of education for seniors with a staff to coordinate programs for the elderly.
7. To maintain local autonomy in the development and implementation of Project Senior.

PLANNING PHASE
Year One (March 1980-February 1981)

As the reader may have noted in the Introduction, Project Senior actually began in the Spring of 1979. This planning phase before actual funding was the most important, most difficult and most time consuming part of the project.

Resistance from various community sectors concerned about the following areas had to be resolved before programs could be presented: squandering of federal and/or other government monies, providing additional programs for the elderly who had "too much already", providing educational programs for people "too old to learn", concerns about funding after the three special funding phases, maintaining local control of programming (e.g., University and State Department of Education plans and ideas had to be integrated into the types of programs the Task Force knew to be acceptable for Thermopolis/Hot Springs), justifying time for Task Force members as all are employed full-time.

It was the opinion of the Task Force members that a slow start on a solid foundation of community support was worth the time and would prove to reap better results rather than a hasty, slip-shod program with doubts as to its validity and viability.

Once the above mentioned concerns were resolved by the positive, unified presentations from the Task Force, the actual program planning began.

The first objective in that year of Project Senior was to develop a needs assessment tool to determine educational needs of Hot Springs County residents over the age of 55 years. Educational needs was used in the broadest sense to include, for example, programs of death and aging, coping with retirement and/or widowhood or even possibly establishing a housing authority for seniors.

Project Senior locally trained eight (8) people to conduct a county-wide door-to-door survey or needs assessment. (Please see Appendix for survey results and volunteer packets.) The surveyors were able to contact 759 of 900 estimated people over age 55.

Following the compilation and evaluation of the surveys, a coordinator was hired to begin the implementation phase of Project Senior.

IMPLEMENTATION PHASE
Year Two (February 1981 - February 1982)

Major funding items for Year Two were for coordinator and instructors salaries. (Grant proposal for Year Two is in the Appendix.)

Program offerings were determined by those items most requested on the door-to-door survey/needs assessment. Interestingly, the most requested program on the survey was to be the most unsuccessful offered. Although several Bible Study classes, each varying in content, instructor and means of presentation, were offered, not more than five (5) to seven (7) people participated.

The most successful programs (as determined by attendance) were those health oriented or of current community concern such as Cult Awareness, Rape Prevention, aerobics, watercise, heart disease, etc. The best times of day were late mornings or early afternoons, although evening programs could draw a crowd if of timely importance. Presentations were most successful if not longer than 45 minutes.

Advertising and course promotion were conducted by all cooperating agencies through radio, newspapers, by word-of-mouth, flyers, posters and announcements at the local Senior Center lunches and dinners, through special invitations, newsletters, journals, and public speaking engagements thus using virtually all forms of communication or presentation available within this community. As with marketing any product, word-of-mouth was the most effective and least costly means of advertising.

Before an instructor began a class, he/she reviewed "Ten Tips for Teaching Older Adults" which was taken from a pamphlet published by the Los Angeles Unified School District, "Communications With the Elderly" and "Interview Principles." (All three are in the Appendix.)

Instructors were all local residents; one-half donated their time and the other half were paid $10 per hour either by Project Senior or Central Wyoming College in Riverton, Wyoming. (Thermopolis/Hot Springs is part of the service area of Central Wyoming College and does not charge tuition to students over 60 years of age. Because of that precedence, Project Senior did not charge tuition to those over 60.)

Courses were designed, developed or written by the instructors with the elderly in mind. Course outlines and descriptions follow this chapter on the Implementation Phase. Also following this chapter is a statistical breakdown of the classes, the number of participants and number of hours of instruction.

The job description for Project Senior's coordinator follows:

I. The program coordinator shall provide this community's elderly with:

A. Continuing education opportunities for individuals wanting to explore new experiences in education.

B. Cultural and enrichment studies for groups and individuals seeking to enhance the quality of living within their community.

C. Resources for professional groups in business, industry, agriculture, government, etc. needing to supplement their own training and development of programs dealing with elderly persons.

II. Duties and responsibilities - Shall include but not be limited to the following outline. The Program Coordinator shall conduct the program as outlined in the following general headings.

A. Record Maintenance

1. Submit course proposals, course outlines, instructor applications, and information to Task Force as well as Central Wyoming College, if necessary.

2. Determine course length and location, keeping in mind the needs of older adults (i.e., accessibility of facilities; appropriate lighting and seating; clear, concise information about courses, etc.)

3. Develop registration procedures.

4. Conduct registration. And be in attendance at first course meetings to register participants.

5. Order books and/or materials as necessary or appropriate.

6. Conduct instructor in-service before each instructor begins his/her course. (Guidelines attached.)

7. Evaluate each program. And be in attendance at final course meeting to evaluate participants.

8. (a) Submit completed transmittals with instructor contracts and completed registration forms to Central Wyoming College Community Services Office, if applicable.

(b) Submit completed work agreements, registration and evaluation forms to Task Force at monthly meetings as applicable.

9. Maintain program attendance records for Project Senior.

10. Actively seek participation of all the eligible people for programs.

11. Maintain personal contact with all eligible persons to continue their participation.

B. Instructors' Training and Record Maintenance

1. Contact instructors.

2. Conduct instructor in-service before each instructor begins his/her course. (Guidelines attached.)

3. (a) Complete instructor contracts to be submitted to CWC.

   (b) Complete instructor work agreements to be submitted to Task Force when applicable.

4. Develop and carry out a continuous program of orientation and in-service for instructors as well as community organizations. (See attached guidelines per in-service training.)

C. Advertising and Public Relations

1. Develop advertising and publicize all activities through all available media including, but not limited to, radio, newspaper, personal contact, telephoning, flyers, posters and/or any other applicable means not mentioned above.

2. Develop and carry out a continuous program of orientation and in-service for instructors as well as community organizations.

3. Direct public relations activities to general public and senior citizens in the county using all media possible.

4. Actively seek participation of all the eligible people for programs.

5. Maintain personal contact with all eligible persons to continue their participation.

6. Publicize all activities of Project Senior through all available media.

D. Task Force

1. Attend monthly meetings at 2:30 P.M. on the last Friday of each month.

2. Report monthly on the following
   (a) Number of programs
   (b) Number of participants/totals as well as individual programs
   (c) Plans for up-coming programs
   (d) Budget report
   (e) Course proposals, evaluations, work agreements and instructor applications as applicable elsewhere listed in this description

E. Community Relations

1. Coordinate programs with other agencies involved with aging.

2. Maintain a good working relationship with community and government organizations, and the aging network (i.e., those agencies local, state, and federal providing services for the aging.)

3. Direct public relations activities to general public and senior citizens in the county using all media possible.

4. Actively seek participation of all the eligible people for programs.

5. Develop and carry out a continuous program of orientation and in-service for instructors as well as community organizations.

F. Other

1. Perform such other duties as assigned by Task Force or that may become necessary.

2. The Project Senior Program Coordinator is considered a professional person and is not entitled to compensatory time.

However, after several months, the Task Force members found that the cooperating agencies could coordinate the programs and instructors and that the coordinator was an unnecessary expense. The Task Force believed that the funds were much better spent on additional instructor's salaries. With a little imagination and a great deal of interagency cooperation between the learning, medical and other service agencies, any community can establish a varied, exciting and attendable series of programs for older Americans.

As an example of interagency cooperation and the manner in which programs are now continuing, the Watercise program will be briefly described. In conjunction with the Arthritis Foundation, the instructor designed the program to aid arthritis victims in reclaiming mobility. Registration and paperwork were completed by the adult education office, advertising by the senior center staff and volunteers, screening by Public Health Nurses and local doctors. Funds from Project Senior paid the instructor, pool fees were paid by an Arthritis Foundation grant written by the NOWCAP coordinator and advertising was free through news releases.

Because various agencies shared in the development and presentation of Project Senior programs, each agency had a stake in its success so continued to cooperate with the other human service providers. The idea that all agencies working together can do a better job of serving the elderly than each could do alone is the core. By combining and coordinating talents, the potential for service and program growth is that much greater.

Because of the success of cooperative programs, Project Senior's Task Force is of the opinion that no need exists to establish a separate office for education for the elderly; with a concentrated effort on the part of existing agencies a community can develop worthwhile, viable programs.

In seeking a curriculum to help isolated seniors develop life coping skills, Project Senior made use of the Senior Companion Program (a volunteer program federally funded through ACTION.) It provides "personal meaningful community service opportunities to low-income persons age 60 and over" with an overall goal to find a way to help adults with special needs to live with dignity and in comfort. A further description of the Wyoming Senior Companion Program is in the Appendix.

Volunteers as Companions provided services for their clients ranging from letter writing and crocheting to joining exercise programs to getting to doctors' offices. One companion summed up the success of the program in this manner: "I never realized how lonely and out of touch I really was...I don't know what I'd do without her (my companion....".

Whenever possible Task Force members spoke to agencies about the realities of aging and about the great resources of creativity which are the elderly in our communities. Groups ranged from the local senior center dinner crowd and Ministerial Association to the Mountain Plains Adult Education Association, the Wyoming Governor's Conference on Aging and the American Association for Adult and Community Education. In addition to such talks on aging research, Task Force members gave mini-courses on assertiveness and awareness. Two easy awareness exercises include a myths and realities quiz (copy is in Appendix) or a thought provoking, stimulating exercise which requests each member of a group to bring a physical symbol of aging to a discussion. A longer (eleven hour training session) program is the Life Cycle social simulation game. Participants step into a simulated old age and into common situations of the

elderly. Most Players get more positive, emotional responses to the elderly and have noted that playing the game has enhanced their quality and effectiveness of interaction in their professional and personal relationships.

The following quote from Dorothy Carnegie is the embodiment of Project Senior's hopes, plans, and philosophy:

> "The mind is the most important and essential part of our make-up. If we nourish and exercise it, it grows. If it is starved and neglected, it becomes stunted and atrophied from lack of use."

The Task Force for Project Senior wishes success to all who develop aging programs. It is not a simple task, but promises to be the most rewarding, revolutionary aspect of adult and community education in our futures.

COURSE OUTLINES AND DESCRIPTIONS

CONDITIONING & AEROBICS FOR OLDER AMERICANS

Objectives: To provide a regular and continuing program of guidance to improve and maintain mobility and range of motion with consideration for individuals limitations. A healthful activity to bring possible depressed and lonely seniors together, improving their level of energy and general health and thereby often their mental and emotional health. Understanding and confidence in deciding when limited income is well spent on seeing a doctor rather than neglecting themselves.

Description: The structure of the class was presented in the following order:

1. Warm-up joints for participants (approximate age range 56-76) in sitting position for about 15 minutes.
2. Stretching of muscles in standing position for 5 minutes.
3. Warm-up dance routines for 15 minutes.
4. Aerobic dance routines, designed to achieve Working Heart Rates of 120-140 beats per minute for 15 minutes.
5. Cool-down walking routine for 5 minutes.
6. Floor exercises for abdominal muscles for 5 minutes.

Student Comments: "Social contact has helped greatly." "Iknow I need to get out, its a wonderful reason.." "My doctor recommended surgery (on my ankle), but this class has helped so much I don't need it! "We've had fun."

HEALTH GUIDANCE AND MAINTINANCE

Objectives: Provide information on prevention, cure and/or maintaining health as concerns common problems of local residents. Use of local personnel to present programs to establish rapport with and support of the medical community. Repeat programs on a quarterly basis.

Descriptions:

Program	Instructor
Alcoholism	Substance Abuse Counselor
Arthritis	Arthritis Foundation Doctor of Physical Medicine
Coping with Cancer	Psychologist
Coping with Diabetes	Public Health Nurse
Coping with Heart Disease	Doctor of Internal Medicine
CPR	Director of Nursing Emergency Room R.N.
Eye Care	Optometrist
Generic Drugs	Pharmacist
Hypothermia	Hypothermia Program Outreach Coordinator

HOME ECONOMICS PROGRAMS KITS

Project Senior made extensive use of Home Economics Program Kits available through the University of Wyoming Extension Offices for group and individual sessions. These kits prepared by Home Economics specialists provide a lecture and audio-visual aids for presentors on a variety of subjects ranging from "Watch Your Salt" to "Medicare/Medigap" to "Coping with Loneliness." These programs are marked with asteriks in the section following on statistics.

WATERCISE

1. Goal:
   A. Loosen up joints.
   B. Use isometrics to retone slack muscles.
   C. 5 repetions of each movement.
   D. In 2 weeks 8 repetitions.
   E. In 6 weeks 8 repetitions.
   F. Begin half hour in water work up to 45-55 minutes.
   G. Recommend warm water. Minimum temperature of 86. Helps to relieve pain of movement, warm water also improves mobility 50 to 100%.
   H. Daily reminders, stand erect, head high, back straight, tummy in.

2. Neck Movements:
   A. Move head up and down.
   B. Get chin as close to chest as possible.
   C. Lean head back as far as possible.
   D. Turn head from center to the left.
   E. Turn head from center to the right.

3. Arm Movements:
   A. Extend arms to side, shoulder high palms down, move arms slowly to side and back up.
   B. Repeat but with palms up.
   C. Extend arms shoulder high in front of body palms down, move arms up and down.
   D. Repeat but with palm up.
   E. Extend arms to the front; bend at elbows, raise and pull as high as possible.
   F. Extned arms under water, keep elbows straight. Rotate hands to left, then to right.

4. Hand Exercises:
   A. Squeeze hands tightly.
   B. Touch each finger to the end of the thumb in both directions.

5. Leg Movements:
   A. Extend leg to side, raise as high as possible. Keep body erect.
   B. Repeat with other leg.
   C. Extend leg to the front and raise as high as possible. Keep trunk erect.
   D. Repeat with other leg.
   E. Extend leg to back; raise as high as possible. Keeping trunk erect.
   F. Repeat with other leg.
   G. Bend leg, bring knees as high as possible, pull tight with arms..
   H. Repeat with other leg.
   I. Extend leg comfortably forward with knee straight. Rotate to the left then to the right.
   J. Wiggle toes.
   K. Place foot on the floor (pool bottom) squeeze toes downward as if picking up marbles.

New set of movements for one arm and one leg. To be offered at least one week apart. Working hard in the water necessitates a variety of exercises in each routine.

1. Arm Movements:
   A. Extend arms in front palms together. Keep on surface of water, swing arms to side of body and back.
   B. Repeat with backs of the hands together.
   C. Extend arms to side. Raise and move in large circles forward.
   D. Repeat moving arm circles backward.
   E. Place hand over the head with fingers touching the spine, grasp raised elbow and pull back.
   F. Repeat wiht other arm.
   G. Bend arm and place on shoulder. Raise elbow up and down like a chicken.

2. Leg Movements:
   A. Extend leg to side, rotate in small circles, change directions.
   B. Repeat with other leg.
   C. Extend leg to front, rotate in small circles, change directions.
   D. Repeat wiht other leg.
   E. Extend leg to front, rotate in large circles, change directions.
   F. Repeat with other leg.
   G. Extend leg in front bend knee, grasp foot, touch derriere.
   H. Repeat with other leg.

3. Walking:
   A. Walk slowly across pool.
   B. After reaching other side, walk slowly backward.
   C. Tiptoe across the pool.
   D. Tiptoe backwards to point of orgin.
   E. Walk on heels across pool.
   F. Walk backwards on heels to point of orgin.
   G. Lift knees high (pony step) across pool.
   H. Pony step backwards to point of orgin.

4. Walking (second set) Movements:
   A. Walk from deep to shallow water.
   B. Bend forward, legs straight, touch chin to water.
   C. Bend backwards slowly.

5. Arm (third set) Movements:
   A. Raise arm bend over head and stretch with a sideways bend.
   B. Repeat, changing sides.
   C. Stretch with arms over head, raise on tiptoes towards ceiling.

5. Leg (third set) Movements
   A. Place hand on ankle, pull heel high.
   B. Repeat with other leg.

6. 6th Week of Activities
   A. Point toes on all exercises.
   B. On arm exercises, hold wrist firm and spread fingers.
   C. Walk becomes heel/toe to heel/toe and push up.

7. 14th week Activities
   A. Jogging added with full arm movements.

Instructor's Notes:

1. Mobility of the group determined rate of repetions as well as addition of new exercises.
2. Watch for tiredness. Some never can achieve 10 repetions. Encourage some work is better than none.
3. Watch for signs of raising blood pressure.
4. Do not stress joints with a great deal of exercise if particularly painful.
5. Work joints comfortably.
6. Encourage "listening" to messages of own body.
7. Work slowly. Never twist joints.
8. Going backwards was difficult.
9. Jogging delighted students. Most could never do it out of the water.

Student's Comments:

1. Muscle tone improved greatly.
2. Swelling in feet eliminated.
3. Freer movement and easier walking posture.
4. Weight loss.
5. Cutting down on medication.
6. Joints more flexible, greater freedom of movement.
7. Don't want to end this class
8. Will there be another class next fall.

MEDICAL INFORMATION

Any person over 50 should be sure he or she has no medical problems that would hamper progress in a water-exercise program. In the Older Americans class the prticipants must have a doctor's permission to participate. A preliminary check may be completed by the participant and checked by a nurse. It can then be completed by a doctor. The following medical form may be used.

Name_____

Age_____Sex_____Weight_____

Address_____

_____Phone_____

Family Physician_____

Address_____

_____Phone_____

PHYSICAL FITNESS SELF REPORT

YES NO

____ ____1. Do you walk unassisted?

____ ____2. Is your weight within 20 pounds of what it should be?

____ ____3. Are you a non-smoker?

____ ____4. Can you easily climb stairs

____ ____5. Are you able to lift a bag of groceries?

____ ____6. Are you free from cramps when you walk?

____ ____7. Are you presently exercising regularly?

____ ____8. Have you ever had bouts of rapid heart action or irregular heart beats:

____ ____9. Have you ever had an abnormal electrocardigram or ECG?

____ ____10. How many hours of sleep do you average per night?

____ ____11. On the average, how many times do you visit your physician each month?

____ _____12. Do you take medication regularly?
Please give
Medication_____

How often?_____

13. Place a checkmark by each of the following ailments which apply to you:

_____Heart condition (including diagnosed heart attack)

_____Angina Pectoris (Heart Pain)

_____Shortness of breath(including emphysema, asthma, other.

_____Circulatory disorders (including strokes)

_____Frequent dizziness

_____High Blood pressure or hypertension

_____Hernia

_____Diabeties

_____Other physical conditions which might limit class particiption.

_____

Date_____Nurse's Signature_____

(Check if negative)

_____Blood Pressure _____Resting pulse

_____Heart _____Allergies

_____Lungs _____Extremities

Physical limitations for participation in water-excerise for Older Americans:_____

_____

_____

Date_____Physician's signature_____

WYOMING HISTORY

Objectives: Present Wyoming and Big Horn Basin history to interested persons. Provide the opportunity for recording oral histories to local residents. Provide the opportunity to research a subject and to present such to a group using artifacts, photographs, and other relevant materials.

Description: Basically a study of the Big Horn Basin as it relates to the whole of Wyoming history. The effects of railroad and other transportation on Wyoming. The geology of the Big Horn Basin. The early history of the Big Horn Basin and Thermopolis.

Task Force Comments: The instructor for Wyoming history has written a book on Hot Springs County and is the museum curator. Because of the interest in her class the program is continuing under the sponsorship of Hot Springs County Museum and Cultural Center.

As of December 1, 1982, Project Senior had served 470 unduplicated seniors at least one program. From those 470 seniors, the duplicated count for class participation was 1,265. The instructors taught a total of 5,919 class hours to those senior citizens.

COURSE	STUDENTS	CLASS HOURS
Watercise	75	1,335
*Health Insurance, Part I	50	50
*Health Insurance, Part II	93	93
*Food Storage	43	43
*Medicare/Medigap	27	27
Defensive Driving	19	152
CPR	44	44
Fire Prevention	37	37
Flower Arrangement	6	6
Rape Prevention	22	22
*Pressure Cooking	15	15
*Medicine for the Elderly	30	30
*Estates and Wills	22	88
Coping with Cancer	6	6
Cult Awareness	26	52
Coping with Heart Disease	16	16
Diabetes	5	5
*Watch Your Salt	4	4
*Coping with Stress	14	14
Woodworking	9	9
Arthritis, Part I	35	35
Arthritis, Part II	46	92
Alcoholism	11	11
*Loss of Spouse	33	33

COURSE	STUDENTS	CLASS HOURS
Beginning Bridge	16	256
Wyoming History, Part I	15	150
Wyoming History, Part II	18	105
Art, Part I	20	240
Art, Part II	22	284
Aerobics, Part I	40	800
Aerobics, Part II	31	576
Aerobics, Part III	27	540
*Coping with Overeating	15	15
*Living on a Fixed Income	48	48
*Coping with Hearing Problems	14	28
*Clothes Mending	3	3
Hypothermia	19	19
*Learning to Grieve	26	26
*Danger: High Cholesterol and Fat	42	42
Introduction to Project Senior	71	71
Art Workshop, Part I	9	162
Art Workshop, Part II (Fall 1982)	9	16
Senior Citizen Exercise, Part I (Fall 1982)	4	20
Senior Citizen Exercise, Part II	9	180
Eye Care Program	50	50
Funeral Planning	37	37
Geriatric Drugs	32	32

*University of Wyoming Extension Service Program Kits

EVALUATION PHASE
Year Three (September 1982 - January 1983)

The final phase of Project Senior consisted primarily of obtaining and compiling information for this report.

Additionally, Project Senior Task Force members made arrangements for continued funding of programs. Central Wyoming College through its Thermopolis Adult Education-Lifelong Learning department sponsors classes requiring instructor salaries; the Thermopolis/Hot Springs Senior Citizens' Center staff and University of Wyoming Extension agent continue to offer the Program Kit series and arrange speakers for the medical series on a quarterly basis; and as mentioned previously, Hot Springs County Museum is sponsoring the Wyoming history class.

Hot Springs Human Resource Council was the initial contact for Project Senior and continues to review and serve as an advisory board for new senior activities and programming.

Following are interviews with Task Force members. It is hoped that the questions answered will help other communities and agency members in establishing educational programs for the elderly.

QUESTIONNAIRE

1. What program(s) sponsored by Project Senior was(were) most successful?
   Why was(were) that program(s) successful?

2. What program(s) was(were) most unsuccessful?
   Why?

3. Would you do a similar pilot program again?
   If yes, what changes would you make?

4. What does the future hold for education for senior citizens in Hot Springs County?

5. What did you learn from Project Senior?

6. What would you recommend to someone starting a similar program in another community?

STEVE BURY

Steve Bury has been involved in aging programs in Hot Springs County since 1977. Formerly he served as Director-Site Manager of the Hot Springs Senior Citizens' Center and is presently Administrator of Canyon Hills Manor, a Thermopolis nursing home.

1. "Attendance-wise, I would say the CPR program was the most successful; education-wise, the Cult Awareness and Rape Prevention programs. They were most successful because they dealt with a person's health and well being and how those were influenced by community problems.

2. The most unsuccessful was the Bible Study because there is really no way to advertise well enough to explain what all was in it. Our community has many groups with set beliefs and many denominations.

3. Would I do it again? H___ no! (Don't print the ____ no.) Seriously, the second time would be much easier because we'd know what to look for and who to contact. We will continue programs on the same lines at the Center as part of our yearly objectives and will repeat and add as necessary.

Next time there would be no coordinator - we did more once a week dividing the responsibilities and also knew more of what was going on.

Also, we'd keep out other programs (like the Senior Companion Program). And we would use junior college and university resources (personnell and financial) more or another funding source for materials like the funeral packets.

4. The education of seniors is going to be greatly improved. Present programs will be maintained and expanded. Last year [1980] there were two education programs at the Center; this year [1981-1982] we've offered more, they're better organized and publicized. The staff is aware of materials and is helping with life-coping skills because our seniors need to be aware of health, etc. and planning their lives in this economy. An unstable economy makes people more aware of financial affairs so programs like "Living on a Fixed Income: is hitting needs. Maintaining energy programs also fits in this category.

People have benefited from these programs and are saying that they have. They loved Dr. Loveday and want him back for another heart program. After the hypothermia program, they got clothes from NOWCAP; after the hearing program, four people went to registered hearing aid services rather than an off-the-wall service advertised somewhere. Following Shirley's [Bent Rathbun] insurance presentation, our insurance counseling sessions were full. I even think a couple are driving better since the Police Department did its driver safety! They're all [seniors at the Center] talking about aerobics and Jimmy can walk better than ever since he's been in the Watercise. [Jimmy was a student in the Watercies program who is 87 years old and has had numerous problems with stiff joints.] Ilene's Weatherization program has increased its volume. The Foster Grandparents have been using the division cups since the drugs presentation, and so has my grandfather.

But the stress program was not popluar because the instructor was too radical. Boring instructors, too, just lose them [the seniors] as an audience.

5. Pilot programs are tough! With interagency cooperation, we've accomplished a lot and know we have many local resources; the project has benefited my program at the Center, our community and other programs by making us aware of each other's needs.

Dealing with bureaucracies is tough, too! But not impossible--just stand your ground, be knowledgable in what agencies can offer and know that older Americans have a willingness to learn, to be educated and knowledgable.

Keeping records is very important. And I've learned myself by attending and sitting in on these programs.

6. Recommendations: Contact other agencies right off. Plan well ahead before starting. Make sure you can rely on other agencies to help before starting. You need direction or a course to follow. In other communities, get nursing home residents involved more and from the beginning. Survey potential students more frequently.

Remember that facilities are important--during the day or early evening is best (before 6:00 PM), check acoustics of rooms, check that equipment is working properly, publicize two weeks before using every media available, check transportation for those without cars or handicapped, keep accurate attendance records, maintain interagency cooperation, contact local experts first for programs. For example, using the local eye doctor for a cataracts program. Use your own community's resources first! Maintain local control!! Although interagency cooperation is most important, a 'focal point' is needed, i.e. a chairperson. Printed materials are an asset; most seniors don't take notes so materials could be highlighted for handouts."

ILENE JOHNSON

Ilene Johnson, Outreach Coordinator for NOWCAP (Northwest Wyoming Community Action Programs), has worked for the past six years with the elderly and low-income people of Hot Springs County.

1. "The most successful programs were watercise and aerobics, because the older people have discovered the need to exercise for arthritis and general good health and just to 'get the kinks out.'

2. The most unsuccessful programs were the Bible Study and the coordinator of the Senior Companion Program. For the time and money involved, the results were just not that good.

3. Yes, I would do it again...it's been good. Next time, I would keep better track of all the programs. We may be could have done a lot more.

4. For the future, we will continue to do the same. As always, it will go better now that we know what we're doing. And we'll keep track of numbers for the years after the pilot programming is over for comparison since we know what we're up to a little better.

5. I've learned from Project Senior that interagency cooperation is a definite necessity, no coordinator is necessary and the Senior Companion Program should not be a part of this project - it is a program within itself and needs to handled by itself.

6. My recommendations would include interagney cooperation, I can't recommend that enough--things just won't work without it. All agencies' skills, resources, facilities, etc. can be used. It's surprising how much there really is out there.

I'd also recommend the Public Health Nurses. The Nurses can do a good job, and they don't forget to return phone calls, as their spare time is not always on call.

Also, go heavy on advertising and have one really good program and more good ones will follow. It's better to do two really good ones that 10 lousy ones (programs)."

JEAN OWSLEY

Jean Owsley is Adult Education-Lifelong Learning Coordinator for Hot Springs County and has worked in that capacity for the past seven years. Her program is jointly funded by Hot Springs County School District #1 and Central Wyoming College in Riverton, Wyoming.

1. "I think the most successful programs were those health oriented types, like the aerobics, heart disease, etc. because of the benefits and personal involvement of the participants. These programs 'touched home' - that is the information was immediately relevant and beneficial.

The Watercise for example, was extremely successful because the participants realized they could do something they hadn't tried for years.

2. The most unsuccessful programs for the most part were those with poor instructors. Our seniors seemed to be excellent critics. If the program was not interesting, they would simply leave. What better evaluation system could there be?

3. I'd definitely think twice about doing another pilot program!! This was very time consuming and very frustrating until we set our own directions, 'got tough' and decided to just do it as a Task Force.

Changes would include definite duties and responsibilities first. And I'd involve seniors much more from the very beginning. And, I'd do more local work on agism and the myths of aging.

And I wouldn't be too thrilled about writing another final report like this! Next time, I'd let someone else do it!

4. The future for education of seniors in Hot Springs County looks very bright! The foundation Project Senior created is strong. Now seniors are requesting programs and recruiting new participants.

5. We've all learned a great deal about the resources of the agencies within this small county and are beginning to use more and more of that talent not only for Project Senior, but for our own regular programs.

The interagency cooperation established by Project Senior has helped fantastically in more areas than senior programs -- housing projects, business renovations, requests for adult education workshops and more than I can list here have started or built up because of the attitude of cooperation. We've tapped a rich source of information and talent and it would seem that we can do anything we want because the human service agencies in this county can and do work together sharing work and financial loads.

6. In addition to the recommendations made by the other Task Force members, I can only include that one should initially look at one's own personal prejudices and thoughts on aging and the aged and on what the elderly are capable of achieving.

If one's convinced the elderly can't handle innovative education, there's no need to waste time. The elderly can and do learn, but are more critical of the quality of programming than a general audience of adults. Mediocrity won't make it at all."

SHIRLEY BENT (RATHBUN)

Shirley Bent Rathbun is one of the original directors of Wyoming aging programs and has been instrumental in the development of projects in the Big Horn Basin area since 1973. She has worked as Project Director of the Big Horn Basin Nutrition Program for the Elderly and is presently Director-Site Manager of the Hot Springs County Senior Citizens Center.

1. "In my opinion the watercise, aerobics, health-related, and medigap insurance programs were the most successful. The medigap was primarily successful because of the vital information it provided people concerning supplemental coverage to their insurance programs. Aerobics was successful because it is the "in" thing to do, and Watercise was just fun! As persons grow older, caring for their health grows in importance as their problems increase.

2. The biggest failure appeared to be the Bible Study class. The question in our survey regarding Bible study was one which people would not answer negatively about, as what "good" person would tend to tell a strange surveyor that he/she was not interested in the Bible? The fact was that there was more reading and studying in the course than most older persons were interested in doing. The ones who were sincerely interested already attend Sunday School and study the Bible.

Other lesser failures primarily occurred because of inadequate or untimely publicity, lack of understanding on the part of the senior regarding the subject matter covered by the name of the class (i.e., Psychology of Self Esteem and Learning to Grieve.) Also, seniors more than younger students demand dynamic speakers who speak clearly, loudly, and distinctly.

Perhaps thinking a coordinator was necessary might be considered a failure of the program also. Part of the reason for this might have been a lack of very clear guidelines as to what was expected from the position. However this is the type of thing we were attempting to determine with a pilot program. Perhaps a larger community or one with less interagency cooperation, might find the position necessary.

3. Participating in this pilot program was challenging and rewarding, but frustrating at times! None of the Task Force really anticipated the actual amount of time it took to work our way through questions which arose.

In any future needs assessment, I would recommend that the survey be simplified so that it is easily understood and completed by persons, many of whom had little formal education. Requesting people who complete the questionnaire to sign their names, addresses and phone numbers for follow-up purposes would be helpful. If a person is interested in a particular class or classes, a willingness to be contacted directly is indicated.

4. Education for senior citizens in Hot Springs County will be on-going. This group has shown a sincere desire to improve their health and will be faithful in attendance at the classes they found interesting and entertaining. However, they feel no compunction to sit through "just anything," and will (and have) walked out in the middle of a presentation they felt had no value to them. I believe the various agencies who participated in the program felt it had great value for their clients and will continue to assist the Adult Education/Lifelong Learning coordinator with classes geared towards older adults.

5. One thing I learned from Project Senior was the importance of involving seniors themselves in all phases, from planning to implementation to evaluation. A program the Task Force felt would be well accepted sometimes was not, and a program we felt doubtful about sometimes was extremely popular. If each community attracts the support of several very influential older persons, they in turn will attract the interest of their contemporaries.

6. My general recommendation to someone starting a similar program? Plan, Prepare, Publicize, and Pray!"

APPENDIX

HOT SPRINGS COUNTY HUMAN RESOURCE COUNCIL
c/o Hot Springs County Senior Citizens Center
206 Railroad Avenue
Thermopolis, WY 82443

An Office Is Not Maintained By The Council

SERVICES OFFERED: 1) Coordinate programs within the community, in order to avoid duplication of services; 2) Promote communication among the human services agencies, including other resource councils, in order that more effective use and delivery of services is fostered; 3) Provide information, that a directory of human services may be published and distributed throughout the community; 4) Promote program development, when an apparent lack of services is developed; 5) Educate the community concerning the services available in Hot Springs County; 6) Act as an information and referral center for human services in Hot Springs County; 7) Provide an advisory committee for any human services organization which, from the requirements of its operation, requests such a committee; 8) Serve as a resource group to aid in solving specific problems brought forward by members; and 9) Support human services programs through resolutions, offering testimony before governmental agencies, lobbying, etc.

The Council provides a forum to which any problems in the field of human needs can be brought, and through which a specific plan of action for those needs can be developed. In contacting the Human Resource Council, the whole network of human services in the county can be alerted and mobilized. Almost any human need, particularly those affecting the entire county, can be considered by the Human Resource Council.

CONTACT PERSONS: Contact can be made through any human service provider in the County.

PERSONS SERVED: Any person may apply for any service of the Council.

APPLICATION, REFERRAL, AND ADMISSION PROCEDURES: Application for any services can be made by contacting any member, that is, almost any provider of a human service, as for example, the Public Health Nurse or the Department of Public Assistance and Social Services.

Acknowledgments:

The survey was developed by the New Jersey Department of Community Affairs Division on Aging and revised to meet the specific needs and characteristics of Hot Springs County.

The surveys could not have been completed without the valuable time spent by the volunteers as they went door-to-door. Our special thanks to those volunteers:

Josephine Anderson
Gina Ford
Fern Nix
Shirley Peterson
Louise Odde
Sandy Van Essen

and to the NOWCAP and Senior Citizens' Center staffs.

Thanks also to the five member Task Force and the many organizations and individuals who also helped with the survey.

GRAND TOTALS

1. DO YOU PRESENTLY ATTEND ANY EDUCATIONAL PROGRAM OFFERED BY SCHOOLS, SENIOR CENTER, CHURCHES, WORK, ETC?

56 YES
370 NO

2. HAVE YOU ATTENDED ANY EDUCATIONAL PROGRAMS SINCE COMPLETING YOUR FORMAL SCHOOLING?

185 YES
240 NO

3. ARE YOU INTERESTED IN ATTENDING A LEARNING PROGRAM?

136 YES
273 NO 1 Maybe

4. DO YOU THINK OLDER ADULTS HAVE MORE DIFFICULTY LEARNING THAN YOUNGER PEOPLE?

234 YES
188 NO

5. DO YOU THINK OLDER ADULTS WOULD HAVE DIFFICULTY PARTICIPATING IN A CLASS WITH PEOPLE OF OTHER AGES?

169 YES
232 NO 1 50/50

6. WHY? (ie, QUESTION 5.)

(A) 97 HARD TO KEEP UP
(B) 45 UNDERSTAND THEM BETTER
(C) 28 MORE FRIENDLY
(D) 15 EASIER
(E) 46 GO MY OWN PACE
(F) 62 OLDER ADULTS MORE SENSIBLE THAN YOUNGER PEOPLE
(G) 45 OTHER See appendix i

7. WHAT KIND OF EDUCATIONAL PROGRAM WOULD YOU BE INTERESTED IN?

(A) 142 LEISURE TIME ACTIVITIES (CRAFTS, SPORTS, ETC.)
(B) 42 ACADEMIC (HISTORY, LITERATURE, ETC.)
(C) 22 JOB RETRAINING
(D) 52 LIFE SKILLS (KNOWING YOURSELF, COPING WITH ILLNESS, LONELINESS, ETC.)
(E) 47 SURVIVAL SKILLS (BUDGETING, CLOTHING, COOKING, ETC.)
(F) 60 OTHER See appendix ii

8. IF YOU WERE OFFERED THE CHANCE TO TAKE ANY COURSE ON THIS LIST, WHICH WOULD YOU ACTUALLY ATTEND?

(A) 35 MACRAME
(B) 63 KNITTING/CROCHETING
(C) 48 SEWING CRAFTS
(D) 25 ART WELDING
(E) 33 DANCING
(F) 34 BIRD OR PLANT IDENTIFICATION
(G) 43 PAINTING
(H) 63 WOODWORKING
(I) 25 TYPING
(J) 8 FORTUNE TELLI
(K) 144 NONE

9. IF YOU WERE OFFERED A CHANCE TO TAKE ANY OF THE COURSES ON THIS LIST, WHICH WOULD YOU ACTUALLY TAKE?

(A) 55 AMERICAN HISTORY
(B) 22 ART HISTORY
(C) 48 PSYCHOLOGY
(D) 18 BIOLOGY
(E) 18 SCIENCE
(F) 65 FOREIGN LANGUAGE
(G) 23 AMERICAN LITERATURE
(H) 84 CURRENT EVENTS
(I) 40 WORLD HISTORY.
(J) 133 BIBLE
(K) 16 PHILOSOPHY
(L) 18 MATH
(M) 48 METRIC SYSTEM
(N) 35 READING & WRITI ENGLISH
(O) 293 NONE

10. IF YOU WERE OFFERED A CHANCE TO TAKE ANY OF THE COURSES ON THIS LIST, WHICH WOULD YOU ACTUALLY TAKE?

(A) 100 EXERCISE
(B) 29 GROOMING
(C) 88 SPECIAL DIET PREPARATION
(D) 120 COPING WITH DISEASE (HEART, CANCER, ETC.)
(E) 96 HEALTH INFORMATION
(F) 37 PRESCRIPTION DRUGS
(G) 46 GENERIC DRUGS
(H) 51 MAKING NEW FRIENDS
(I) 35 DEALING WITH LONELINESS
(J) 18 LOSING A SPOUSE
(K) 42 PREPARING FOR RETIREMENT
(L) 11 OTHER _____
(M) 284 NONE

* See Appendix iii

11. IF YOU WERE OFFERED A CHANCE TO TAKE ANY OF THE COURSES ON THIS LIST, WHICH WOULD YOU ACTUALLY TAKE?

(A) 46 COOKING FOR ONE
(B) 45 NUTRITIONAL NEEDS
(C) 30 BUDGETING
(D) 27 CLOTHING
(E) 10 HOUSING
(F) 70 ENERGY SAVING
(G) 27 HOME SAFETY
(H) 85 MINOR HOME MAINTENANCE
(I) 42 SALESMAN RIP-OFFS
(J) 47 INSURANCE
(K) 29 COMPLETING FOR
(L) 57 MONEY MANAGING
(M) 129 ESTATES & WILLS
(N) 2 OTHER
(O) 287 NONE

12. PLACE A ONE (1) BESIDE THE GREATEST PROBLEM FOR YOU IF YOU WERE TO ATTEND AN EDUCATIONAL PROGRAM.

PLACE A TWO (2) BESIDE THE SECOND GREATEST PROBLEM: PLACE A THREE (3) BESIDE THE THIRD GREATEST PROBLEM FOR YOU IF YOU WERE TO ATTEND AN EDUCATIONAL PROGRAM.
See Appendix iv for results.

(A) ___ TRANSPORTATION
(B) ___ TIME
(C) ___ COST
(D) ___ SELF CONSCIOUS
(E) ___ LACK OF INTEREST
(F) ___ HEALTH PROBLEMS
(G) ___ POOR LEARNING SKILLS
(H) ___ FEAR OF GETTING STARTED
(I) ___ NO ENCOURAGEMENT
(J) ___ DON'T GO OUT AT NIGHT
(K) ___ LACK OF INFORM TION
(L) ___ OTHER

13. WHAT ARE THE REASONS YOU ARE OR WOULD LIKE TO TAKE PART IN EDUCATIONAL PROGRAMS?

(A) 182 MEET INTERESTING PEOPLE
(B) 101 GET OUT OF THE HOUSE
(C) 167 USE MY MIND MORE
(D) 37 LEARN SKILLS FOR A JOB
(E) 138 GET A NEW INTEREST
(F) 4 GET A DEGREE OR CERTIFICATE
(G) 113 WAY TO KEEP YOUNG
(H) 25 MY FRIENDS/FAMILY GO
(I) 82 OTHER _____

14. ARE YOU INVOLVED IN ANY SENIOR CITIZEN CLUBS OR SENIOR CITIZENS ACTIVITIES?

262 YES
449 NO

15. IF YOU ARE INVOLVED IN A SENIOR CITIZEN CLUB OR ACTIVITY, HOW OFTEN DO YOU ATTEND?

(A) 47 DAILY
(B) 43 FEW TIMES A WEEK
(C) 17 ONCE A WEEK
(D) 53 FEW TIMES A MONTH
(E) 63 ONCE A MONTH
(F) 42 FEW TIMES A YEAR
(G) 15 ONCE A YEAR
(H) 60 OTHER

16. DO YOU HAVE ANY SKILL, CRAFT, HOBBY, OR KNOWLEDGE THAT YOU WOULD BE WILLING TO SHARE?

221 YES **See Appendix v for names, etc.**
457 NO

17. IF YOU WERE GOING TO BE IN A GROUP LEARNING ABOUT SOMETHING LIKE PSYCHOLOGY OR HEALTH, WHAT FORM OF CLASS WOULD YOU PREFER?

(A) 91 TRADITIONAL STUDENT-TEACHER LECTURE
(B) 260 GROUP DISCUSSION
(C) 217 DEMONSTRATION
(D) 91 OTHER

---

18. IF YOU WERE GOING TO BE IN A GROUP LEARNING SOMETHING ABOUT GARDENING OR OIL PAINTING, WHAT FORM OF CLASS WOULD YOU PREFER?

(A) 55 TRADITIONAL STUDENT-TEACHER LECTURE
(B) 153 GROUP DISCUSSION
(C) 320 DEMONSTRATION
(D) 94 OTHER

---

19. DO YOU HAVE THE USE OF A CAR OR ARE YOU USUALLY ABLE TO GET A RIDE?

670 YES
81 NO

20. DO YOU USE THE SENIOR CITIZENS BUS?

143 YES
568 NO

21. HOW MUCH OF YOUR TIME IS LEFT FOR YOU TO DO WITH AS YOU PLEASE AFTER NECESSARY DUTIES ARE DONE?

(A) 135 ALL DAY LONG
(B) 191 HALF A DAY
(C) 188 A FEW HOURS EACH DAY
(D) 200 ALMOST NONE

22. WHICH OF THESE STATEMENTS FITS YOUR SITUATION BEST?

(A) 45 I DON'T KNOW WHAT TO DO WITH MY LEISURE TIME
(B) 384 I MANAGE TO KEEP BUSY IN MY LEISURE TIME
(C) 300 I HAVE MORE THINGS THAN I HAVE LEISURE TIME IN WHICH TO DO THEM

23. WHAT DO YOU DO IN YOUR LEISURE TIME? (YOU MAY CHECK MORE THAN ONE.)

(A) 482 WATCH TV
(B) 275 WRITE LETTERS
(C) 508 READ
(D) 244 SEW, KNIT, CROCHET, ETC.
(E) 12 GO TO MOVIES
(F) 315 TAKE WALKS
(G) 102 PLAY A SPORT
(H) 566 WORK IN HOUSE OR GARDEN
(I) 301 LISTEN TO RADIO
(J) 59 PLAY A MUSICAL INSTRUMENT
(K) 361 VISIT OR ENTERTAIN
(L) 357 TAKE CAR RIDES, TRIPS
(M) 310 REST
(N) 217 ATTEND CLUB, LODGE, OTHER MEETIN
(O) 147 GIVE VOLUNTEER SERVICE
(P) 245 WORK ON HOBBIES
(Q) 68 DO NOTHING
(R) 239 PLAY CARDS OR OTHER GAMES
(S) 105 ATTEND LECTURES, CONCERTS, ETC.
(T) 37 OTHER See appendix vi

24. WOULD YOU BE WILLING TO SERVE ON AN ADVISORY COUNCIL TO HELP CREATE PROGRAMS AND ACTIVITIES FOR OLDER ADULTS IN YOUR COMMUNITY? See appendix vii

120 YES
573 NO

25. ARE YOU HAPPY WITH THE WAY YOUR LIFE IS RIGHT NOT?

584 YES
86 NO

26. WHAT WOULD YOU LIKE TO CHANGE THE MOST ABOUT YOUR LIFE NOW? See appendix viii

(A) 130 MORE MONEY
(B) 81 MORE TIME
(C) 59 MORE FRIENDS
(D) 38 BETTER HOUSING
(E) 219 BETTER HEALTH
(F) 25 A SPOUSE
(G) 61 MORE FAMILY CONTACT
(H) 28 MORE INVOLVEMENT IN MY COMMUNIT
(I) 21 LESS BOREDOM
(J) 170 NOTHING
(K) 37 OTHER

27. ARE YOU PRESENTLY WORKING AT A JOB FOR PAY?

165 YES
548 NO

28. IF YES TO # 27, HOW MANY HOURS A WEEK DO YOU WORK?

(A) 36 1-10 hours
(B) 29 11-20 hours
(C) 12 21-30 hours
(D) 98 31-40 hours

29. IF NOT EMPLOYED, ARE YOU STILL INTERESTED IN A JOB?

57 YES
497 NO

30. WHICH DAY OR DAYS OF THE WEEK WOULD YOU PREFER TO ATTEND SOME EDUCATIONAL PROGRAM IF YOU DID ATTEND?

(A) 112 MONDAY
(B) 74 TUESDAY
(C) 94 WEDNESDAY
(D) 80 THURSDAY
(E) 65 FRIDAY
(F) 48 SATURDAY
(G) 17 SUNDAY
120 NO PREFERENCE

31. WHICH TIME OF DAY WOULD YOU PREFER TO ATTEND CLASSES?

(A) 110 MORNING
(B) 223 AFTERNOON
(C) 143 EVENING
5 NO PREFERENCE

32. DURING WHAT MONTHS WOULD YOU PREFER TO ATTEND AN EDUCATIONAL PROGRAM?

(A) 188 SEPTEMBER TO DECEMBER
(B) 173 JANUARY TO MAY
(C) 78 JUNE TO AUGUST
(D) 61 OTHER March to September

THESE QUESTIONS FOLLOWING ARE OPTIONAL, ANY OR ALL MAY BE ANSWERED.

33. SEX
451 FEMALE
262 MALE

34. MARITAL STATUS

(A) 40 SINGLE
(B) 400 MARRIED
(C) 197 WIDOWED (WIDOWER)
(D) 43 DIVORCED
(E) 10 SEPARATED

35. AGE

(A) 74 55-59
(B) 85 60-64
(C) 160 65-69
(D) 120 70-74
(E) 60 75-79
(F) 62 80-84
(G) 29 85-89
(H) 13 90+

36. PREVIOUS FORMAL EDUCATION

(A) 41 LESS THAN 6 YEARS
(B) 98 6-8 YEARS
(C) 388 8-12 YEARS
(D) 103 SOME COLLEGE
(E) 44 4 YEARS COLLEGE
(F) 40 GRADUATE WORK
(G) 77 OTHER TRAINING

APPENDIX i

WHY DO YOU THINK OLDER ADULTS WOULD HAVE DIFFICULTY PARTICIPATING IN A CLASS WITH PEOPLE OF OTHER AGES?

It depends on the person--may be able to do it despite age differences.

Wouldn't fit in.

Too slow normally.

Ok, if you can see and hear normally.

Live in the past.

Young people have fresher minds.

Depends on the class.

Generation gap.

Younger people are quicker.

Older people more shy.

Self-conscious.

They don't remember as much.

Newer ways.

Understanding and adjusting is harder.

Expect more for their age.

Anyone should know above answers.

APPENDIX ii

7. WHAT KIND OF EDUCATIONAL PROGRAM WOULD YOU BE INTERESTED IN?

Politics

Too old to start.

Painting with oils.

Art.

First aid.

Yoga

Chemistry

APPENDIX iii

Question #TO:

OTHER: Swimming

12. PLACE A ONE (1) BESIDE THE GREATEST PROBLEM FOR YOU IF YOU WERE TO ATTEND AN EDUCATIONAL PROGRAM.

PLACE A TWO (2) BESIDE THE SECOND GREATEST PROBLEM. PLACE A THREE (3) BESIDE THE THIRD GREATEST PROBLEM FOR YOU IF YOU WERE TO ATTEND AN EDUCATIONAL PROGRAM.

TRANSPORTATION:	26 = NO. 1	NO ENCOURAGEMENT:	0 = NO. 1
	18 = NO. 2		2 = NO. 2
	0 = NO. 3		0 = NO. 3
TIME:	29 = NO. 1	DON'T GO OUT AT NIGHT:	13 = NO. 1
	11 = NO. 2		8 = NO. 2
	5 = NO. 3		7 = NO. 3
COST:	8 = NO. 1	LACK OF INFO.:	0 = NO. 1
	7 = NO. 2		1 = NO. 2
	3 = NO. 3		3 = NO. 3
SELF CONSCIOUS	7 = NO. 1	* OTHER:	15 = NO. 1
	5 = NO. 2		0 = NO. 2
	0 = NO. 3		3 = NO. 3
LACK OF INTEREST:	17 = NO. 1		
	11 = NO. 2		
	4 = NO. 3		
HEALTH PROBLEMS:	18 = NO. 1		
	14 = NO. 2		
	3 = NO. 3		
POOR LEARNING SKILLS:	1 = NO. 1		
	3 = NO. 2		
	3 = NO. 3		
**FEAR OF GETTING STARTED:	7 = NO. 1		
	7 = NO. 2		
	2 = NO. 3		

* No explanations were given.

** Suggested by surveyors to change to simply: "Getting started." rather than "Fear of getting started." as few people would admit fear but may not start for that reason.

APPENDIX vi

23. WHAT DO YOU DO IN YOUR LEISURE TIME? (YOU MAY CHECK MORE THAN ONE.)

OTHER: Active civically

Attend board meetings

Care for house plants

Active in church affairs

Have no time at all

Swim

Care for other people

APPENDIX viii

26. WHAT WOULD YOU LIKE TO CHANGE THE MOST ABOUT YOUR LIFE NOW?

(Responses indicating changes desired by those who answered No to question # 25.)

MORE MONEY: 7

MORE TIME: 4

MORE FRIENDS: 4

BETTER HOUSING: 4

BETTER HEALTH: 10

A SPOUSE: 0

MORE FAMILY CONTACT: 3

MORE INVOLVEMENT IN COMMUNITY: 0

LESS BOREDOM: 1

NOTHING: 1

OTHER: 4

Responses listed under OTHER include:

Live closer to town .

Intelligent elected officials.

More travel.

Able to walk.

Less nervous.

More travel.

I want to go home.

PROJECT SENIOR

VOLUNTEER INFORMATION:

You are a very important part of this needs assessment survey. Good needs assessment depends on accurate and complete information. It will depend on you whether or not this information is correctly gathered.

You should look clean, presentably dressed and business-like. Do not take any children with you. You are in effect acting as a representative of School District No. 1, CWC, & the State Department of Education. Carry some identification but little money.

The interview form to be used is as objective as possible. You should ask the questions as they are printed and as clearly and distinctly as possible. If explanations are asked, either repeat the question or briefly explain. If everyone uses the same questions and similar explanations, the more reliable the results will be. It will be a temptation to change the questions, but please use what is written.

On each question, a list of expected answers is given. Try to either match their answers to one on the list; or check "other" and write their response; or check "don't know". Never accept a "don't know" at first. Press for an answer since the respondant probably has an answer if he considers it more.

Every applicable question needs some answer. Do not leave any questions blank. A few will require some written comment. Respondant names and addresses are not necessary and all information is to be kept strictly confidential!
The personal data questions on the last page should be answered if at all possible.

The actual answering of the questionnaire takes approximately ten to twenty minutes. You can assure your respondants that you won't take much of their time. Most people enjoy a chance to express their opinions. If a respondent is overly concerned about your identity and purpose for interviewing him/her, you can show them your reference letter or refer him to my office (864-3273 Adult Education-Community Services) and we will vouch for you. If a respondent is openly hostile, simply leave.

You will be given a number of questionnaires and three reuseable cue cards. The cue cards are to be used with questions eight (8), nine (9), ten (10), eleven (11), twelve (12) and twenty-three (23). Show the appropriate face of the cue card to the respondant to ehlp them make their choices. Please keep the questionnaires in your possession if at all possible.

You will be given an area to work on (enclosed in your folder). Ask at each residence if there is a person 55 years of age or older living there and willing to do the survey. If not, go on to the next house. In an apartment building, try each floor in succession.

Please use the mileage form enclosed in your folder to keep a record of the mileage you use to drive from your home and back. Other mileage is not reimbursible. Accurate records from each surveyor are essential if mileage requests are to be acceptable to the School District Business Office. You will be paid 17¢ per mile as well as $16.00 per diem.

At the end of each week you will have to submit the following items to my office:
1 mileage forms
2 surveys
3 sign School District forms for mileage & per diem

Thanks!! And good luck!!!

Adult Education - Community Services

415 Springview * Thermopolis, WY 82443

Phone (307) 864-3273

July 1980

This is to introduce Joni Schrage who is helping conduct a survey to determine the educational needs and desires of older adults in Hot Springs County. Joni is one of several volunteers giving her time to gather the information needed to plan better community services.

Your cooperation in this survey would be greatly appreciated.

Further information on this survey can be obtained from the Adult Education-Community Services office; my telephone number is 864-3273.

Thank you.

Sincerely,

Jean Owsley

Jean Owsley, Coordinator
Adult Education-Community Services

Volunteer's Signature: _____

TEN TIPS FOR TEACHING*
---OLDER ADULTS---

1. MAKE YOUR STUDENTS FEEL THEIR IDEAS ARE VALUED. The starting place is to accept older students as they are. The ideas and skills these students bring to class deserve respect if for no other reason than the fact that they are the skills and ideas that helped them successfully reach their advanced age.

2. SOME CLASS MEMBERS WHO SEEM APATHETIC MAY, IN REALITY, BE SUFFERING A LOSS OF CONFIDENCE in their ability to contribute. They have been made to feel that to be old is to be useless. Try to make it possible for every student to contribute in some way to the learning experience.

3. USE CARE WHEN REQUESTING WRITTEN MATERIAL so that students who cannot write are not embarrassed. Help students complete registration forms if you discern their inability to do so. Some problems, including diminished eyesight and limited literacy, can make some of these students very uncomfortable when asked to fill out forms or turn in written assignments. Respect their feelings, whether these are based on fear or inability.

4. CONTINUED ATTENDANCE DEPENDS UPON YOUR ABILITY TO SUSTAIN THEIR INTEREST AND ENTHUSIASM FOR LEARNING. Your students come voluntarily.

5. To discover your students' needs, interests, and goals, hold a "getting to know you" session at the first class meeting. YOU MAY BEGIN BY TELLING THE GROUP ABOUT YOURSELF, then ask each class member to tell BRIEFLY about him or herself, using a time limit. No grades, emphasize the personal satisfaction that comes with learning.

6. MAKE SURE YOUR SPEECH IS CLEAR, UNDISTORTED AND PRESENTED WITHOUT COMPETING NOISE, older students are able to understand it better.

7. DON'T let your students fall into the trap of believing that age is an excuse for forgetting. If you really want to help students to remember, give them relevant material to study. Older students retain information that is meaningful to them.

8. DON'T RUSH IT. When the older learner does not do well, it is often because of a vicious circle of fear and anxiety. One secret of success is to slow the pace, remove the element of urgency from any task you ask your students to perform.

9. The informal class atmosphere you are trying to create should INCLUDE THE FREEDOM OF STUDENTS TO MOVE ABOUT OR LEAVE THE ROOM WHEN NECESSARY. Be explicit about this, many older persons are not able to remain seated for long periods. It is essential to schedule a break.

10. Along with loneliness, many older people suffer deprivation of touch. Making touching possible will help many students, but be sensitive to the individual who finds it objectionable to be touched.

If attendance starts to drop off, it should be a signal to you to start gauging how well the course is meeting the needs and wants of your students. Is your material presented in an interesting manner? Does the content relate to students' needs? Do students have opportunities to interact with you and each other? Are your objectives clearly defined?

Before the point of no return in attendance is reached, try to find some of the answers to these questions. Ask class members how they feel, and provide an opportunity for written as well as oral comments, with the protection of anonymity for respondents to assure that criticism will be frank and honest.

MOST PEOPLE WANT BASICALLY ONE THING-----TO BE RECOGNIZED. They want their knowledge and experience to count. They want their opinions to be valued.

* Information from TEACHING OLDER ADULTS, Los Angeles Unified School District.

COMMUNICATION WITH THE ELDERLY

I. NONVERBAL

A. EYE CONTACT

1. GOOD EYE CONTACT COMMUNICATES INTEREST AND DESIRE TO UNDERSTAND.
2. GOOD EYE CONTACT IS SPONTANEOUS.

B. FACIAL EXPRESSIONS

1. FACIAL EXPRESSIONS CONVEY OUR EMOTIONS TO OTHERS.
2. A VARIETY OF FACIAL EXPRESSIONS SERVE DIFFERENT PURPOSES.
3. GOOD FACIAL EXPRESSION INCLUDES MATCHING THE OTHER PERSON'S MOOD OR FEELING WITH YOUR OWN EXPRESSION.

C. POSTURE

1. NATURAL INDICATOR OF INTEREST
2. RELAXED MANNER BEST

D. GESTURES

1. HELP TO GET MESSAGES ACROSS
2. VARIETY OF GESTURES SERVE DIFFERENT PURPOSE

E. TOUCH

1. INDICATOR OF CARING
2. CAN TELL EMOTIONAL OR PHYSIOLOGICAL STATE OF PERSON

F. VOICE QUALITY

1. SHOWS INTEREST
2. CAN INDICATE A PATRONIZING OR A RESPECTFUL ATTITUDE

II. VERBAL

A. CONTENT RESPONSES

1. "MIRRORING"

2. A. ACTIVE LISTENING

B. REPEATING WHAT PERSON SAID

3. PARAPHRASING

A. CONCISE REPETITION OF CONTENT IN OWN WORDS

B. MORE NATURAL THAN MIRRORING

B. AFFECTIVE RESPONSES

1. REFLECTS FEELINGS OF OLDER PERSON

2. HELPS PERSON IDENTIFY THEIR OWN FEELINGS

C. OPEN-ENDED QUESTIONS

1. CANNOT BE ANSWERED WITH "YES" OR "NO"

2. MAY BEGIN WITH "WHAT", "HOW", "WHY", OR "WHERE"

3. TO ELICIT FEELINGS, NOT INHIBIT THEM

INTERVIEW PRINCIPLES

1. Observe how the client looks, acts feels.
2. Listen to what is being said and what is not being said.
3. Have an accepting and non-judgemental attitude.
4. Question for specific information, but do not overdo it.
5. Utilize qualities of leadership in the interview, but in a purposeful way.
6. The exchange should have a give and take quality.
7. Respect the older person's feeling of privacy, confidentiality, and comfort.
8. The timing of what is said or done for the client is of the utmost importance.
9. Reaching out --- it is important to engage those older persons who cannot express or accept their need for help, those who are too depressed and feel hopeless, and those who do not know the available sources of help.
   a) be visible
   b) be flexible
   c) be creative in your approach
   d) express conviction about what you have to offer
   e) show encouragement
   f) stimulate individuals own interests
10. Do not discuss individual's sore spots, for example --- religion, sex, politics, and sometimes money.
11. Be persistent with your client. Visit again, even if the client has shown no interest. It takes time for trust to develop and acceptance of help is based on trust of the one giving help.

INTERVIEW TECHNIQUES

1. Use open end questions instead of those comments and questions which require only "yes-no" answers.
2. Make use of interpretation: "Do you mean....?"
3. Repeat a key work with a questioning look.
4. Listen to and rephrase what the client has said.
5. Make use of silence as an aid to interviewing.
6. Focus the direction and discussion of the interview.
7. Make use of the technique of partializing. This means that the problem must be broken down into manageable stages or time sequences. The whole experience does not have to be faced all at once. When we are facing a new situation, we react totally to it. Yet, we know that in order to feel in control, we must tackle one part of it at a time.
8. Listening - What are their priorities; problems? Effective listening must be an active process. To make certain that you understand what the speaker is saying, you as the listener must interact with him. One way to do this is to paraphrase or summarize for the speaker what you think he has said.
9. At the end of the interview, summarize what has been said and go over the next steps for you and the client.

Content from OUTREACH by
Nancy Hall, UNC-CH

WYOMING SENIOR COMPANION PROGRAM

DESCRIPTION OF THE SENIOR COMPANION PROGRAM

THE SENIOR COMPANION PROGRAM IS A VOLUNTEER PROGRAM FOR SENIOR CITIZENS 60 YEARS OF AGE AND OVER. SCP IS FUNDED BY THE VOLUNTEER AGENCY, ACTION, OUT OF WASHINGTON, D. C. ITS PURPOSE IS TO PROVIDE MEANINGFUL, PART-TIME VOLUNTEER OPPORTUNITIES FOR LOW-INCOME OLDER PERSONS TO RENDER SUPPORTIVE, PERSON-TO-PERSON SERVICES TO ADULTS WITH SPECIAL OR EXCEPTIONAL NEEDS IN HEALTH, EDUCATION, WELFARE, AND RELATED SETTINGS AND TO ASSIST OLDER PERSONS SERVED BY SENIOR COMPANIONS TO MAINTAIN THEIR HIGHEST LEVEL OF INDEPENDENT LIVING.

THE SENIOR COMPANION RECEIVES A TAX-FREE STIPEND OF $2.00 PER HOUR, WORKS 20 HOURS A WEEK, USUALLY FOUR (4) HOURS PER DAY, FIVE (5) DAYS PER WEEK. THE SENIOR COMPANION RECEIVES A FREE HOT NOON MEAL, FREE TRANSPORTATION AND A FREE ANNUAL PHYSICAL -- ALL WHICH BETTER ENABLE THEM TO CARRY OUT THEIR VOLUNTEER WORK.

TO BE A SENIOR COMPANION THE PERSON MUST BE:

- 60 YEARS OF AGE AND OLDER
- RETIRED FROM THE REGULAR WORK FORCE
- MUST BE CAPABLE OF SERVING ASSIGNED PERSONS WITH SPECIAL OR EXCEPTIONAL NEEDS ON A REGULAR BASIS.
- MUST HAVE A MAXIMUM ANNUAL INCOME AT OR BELOW THE APPLICABLE INCOME ELIGIBILITY LEVEL ESTABLISHED BY THE DIRECTOR OF ACTION. (THIS IS LISTED IN THE FEDERAL REGISTER. THEY ARE BASED ON THE COMMUNITY SERVICES ADMINISTRATION INCOME PROVERTY GUIDELINES).

WYOMING SENIOR COMPANION PROGRAM

WYOMING IS SETTING UP A STATE-WIDE PROGRAM IN THAT IT WILL HAVE VOLUNTEER STATIONS PLACED THROUGHOUT THE STATE. PRESENTLY, LARAMIE, CHEYENNE, THERMOPOLIS, RIVERTON AND CASPER HAVE ACTIVE SENIOR COMPANIONS.

THE EASTERN WYOMING AREA AGENCY ON AGING IS THE GRANTEE AGENCY AND HOUSES THE OFFICE OF THE SCP PROJECT STAFF. THE PROJECT STAFF WILL MANAGE THE OVERALL PROJECT. THEY WILL ALSO SUPERVISE AND ASSIST THE VOLUNTEER STATIONS WORKING IN COOPERATION WITH THEM IN RECRUITING AND SUPERVISING THE SENIOR COMPANIONS.

MYTH vs REALITY: The Older Adult

If society concentrated as much time, energy and resources on meeting the needs of older adults as it has concentrated on meeting the needs of other select community groups, perhaps many current misunderstandings and neglects would not exist. A major contribution that could be made by community educators in establishing policies and programs for older adults is to dispel some of the myths surrounding old age and the aged in the United States.

The quiz presented below is designed to separate myth from reality concerning older adults. The quiz may help establish accurate perceptions of aging and the older adult.

QUIZ

1.____Which figure is correct as to the percentage of Americans over 65 years of age?

a) 1 in 5
b) 1 in 10
c) 1 in 20
d) 1 in 30

2.____Which percentage is most accurate as to the older Americans who live under institutional care?

a) 1%
b) 5%
c) 10%
d) 20%

3.____In recent times, the average life span for a man or woman in the US is?

a) less than before
b) greater than before
c) about the same

4.____Most people over 65

a) live in family settings
b) are heads of households
c) are institutionalized
d) live in government housing

5. Society generally defines old age chronologically rather than functionally.

____True ____False

6. As people age, their cognitive processes diminish.

____True ____False

7. Older adults become more alike (homogeneous) as they age.

_____True _____False

8. Most older adults are disabled.

_____True _____False

9. Older adults are more likely to be hypochondriacs than younger adults.

_____True _____False

10. Retired people are happiest around people their own age.

_____True _____False

ANSWERS

1. B
2. A.
3. B.
4. B.
5. True
6. False
7. False
8. False
9. False
10. False

FUNDING APPLICATIONS

SPECIAL PROJECT NUMBER _____ 80-WSP

(Please leave this space blank)

APPLICATION FOR ADULT EDUCATION SPECIAL PROJECT FUNDS

A. Name of Agency Hot Springs School Dist#1 Adult Ed.-Community Service Project Director Jean Owsley

Number (if applicable) _____ Mailing Address 415 Springview

City Thermopolis County Hot Springs Zip Code 82443

B. Executive Officer of Agency Dr. George Cassell

Mailing Address 415 Springview, Thermopolis, Wyo. 82443

C. Treasurer of Agency _____

Mailing Address 415 Springview, Thermopolis, Wyo. 82443

PROPOSED PROGRAM

A. Type of Program:

1. Teacher Training _____
2. Demonstration XX

B. Prospective Number of Participants

Teachers _____

Administrative _____

Students _____

C. Starting Date of Project March 1980

D. Approximate Time Required 11 months

E. Ending Date of Project February 1981

BUDGET

A. Amount of Federal Funding Request $ 3500.00

B. Local Contribution/Match $ 5784.00

C. Total Amount of Proposed Program $ 9284.00

BUDGET NARRATIVE

1. Supervisory Personnel - Number 5-Steering Committee Cost (Match) $ 3500.00 (7 months/$100/mo
2. Resource People - Number 8 @ $385.00 Cost $ 3080.00
3. Materials and Supplies - Type Office supplies, paper, files, pens, etc., some advertising, xeroxing, etc. Cost $ 150.00
4. Travel Costs (Please be specific) See item # 2 -- reflects total costs in time travel, other expenses such as meals, oil, etc.

5. Other Expenditures (Please be as specific as possible) $270.00

$20.00 for reference materials; $75.00 for phone for 5 months; $175.00 for typewriter rental for 5 months.

6. Total Expenditures

a. State Grant Award Requests	$ 3,500.00
b. Local Matching* (%)	$ 5,784.00
c. Total Amount of Program	$ 9,284.00

* Includes salaries for 5 Committee members @ $100/month for 7 months; $2,125 for office space for 5 months; $132 for phone installation; $25 for phone calls already made $2 for referer book.

Proposals submitted for consideration under this section of the Adult Education Act must provide training for adult education administrators and/or teachers or provide innovative or exemplary programs of adult education in Wyoming.

Statement of Assurances

1. None of the items or services in this program have been or will be contracted or otherwise purchased before it is approved.
2. Expenditures for each project will be completed thirty (30) days after the completion of each individual project and submitted to the Adult Education Office, State Department of Education.
3. A copy of invoices and paid claims and certification of expenditures will be maintained at the local agency office. Local audit reports must also be included with the Fiscal Report at termination of local program and sent to the State Department of Education.
4. Expenditures will be made in accordance with the provisions of the Act and rules and regulations established by the State Board of Education.
5. Copies of justification documents showing the identification of actual expenditures for local contributions such as time and effort documents will be required by the State Department of Education.
6. We agree to abide by the rules and regulations of the federal program as well as the State Department of Education in implementing this program. Grantee agrees to provide program information as required.
7. The Assurance of Compliance with Title VI of the Civil Rights Act applies to the application submitted herewith.
8. The Assurance of Compliance with Title IX of the Civil Rights Act applies to the application submitted herewith.

Chairman of the Board

Address

Executive Officer

PLAN FOR TEACHER TRAINING/DEMONSTRATION

Please give a brief description of your proposed plan for a teacher training program or special project. Particular attention should be given to the following points:

1. Describe and document the need for this project in your community.
2. What are your specific program objectives? How do they relate to local, state, and national priorities?
3. How will this program be administered? Be specific.
4. What other community agencies will be involved in this project?
5. What personnel will be involved in this project? (Attach vita if available) Please explain the details of personnel involvement.
6. How will you evaluate this project in relation to your stated objectives?
7. How will you disseminate the results of this program?

Within Hot Springs County, approximately 32% of the population is over the age of 55; the median income of that population is $3500-4500; Hot Springs County's cost of living compared to other Wyoming counties rose from 20th in the first quarter of 1979 to 7th in the third quarter; food prices ranked third in the state and fourth rank in costs of clothing and upkeep also went to Hot Springs County. (Index complied by the Division of Research & Statistics.) It is a well known fact that people on fixed incomes are not able to keep up with such cost of living increases. The two housing facilities for seniors(Wyo. Pioneer Home and Hot Springs Senior Housing) have lengthy waiting lists for occupants;while waiting many of the Seniors are residing in sub-standard housing facilities. Two needs assessments of the Senior population (one in 1975 and one in 1977) have been conducted, but were random samples not of a door-to-door nature.

The first objective of this project is to develop a needs assessment tool for people over 55 to determine their educational needs; secondly, the project would be to train 6 "volunteers" to conduct the needs assessment in Hot Springs County; third, to conduct the needs assessment and lastly to provide to the findings of the needs assessment and to disseminate the information to all agencies in the county which work closely with seniors.

PROGRAM NARRATIVE

Describe in detail how you plan to accomplish your prpgram objectives (i.e., program implementation steps).

(Cont'd Page 2) Agencies cooperating with the Project and to receive the assessment results include, but are not limited to the following:Hot Springs County Senior Citizens Center Projects IIIb & IIIc; NOWCAP; Pioneer Home; Canyon Manor; D-PASS; Public Health Nurse; UW Extension Office; Memorial Hospital; CWC; State Dep't of Education; Hot Springs Counseling Service; Canyon Village; Gottsche Rehabilitation Center; School District # 1; Foster Grandparents Program; Chamber of Commerce; Golden Age Club; AARP; Wyoming Services for the Visually Handicapped; Hot Springs Co. Library.

This project will be administered by a five person Steering Committee (representatives from the following agencies: CWC-School District # 1 Adult Ed. program; NOWCAP; Title IIIb & IIIc Senior Center directors; UW Extension Service-Home Economics.) This Steering Committee is assisted by a larger ad hoc committee comprised of various representatives of the above named agencies. Agencies serving in advisory capacities will be the State Dep't of Education, UW, and CWC.

The Steering Committee in conjunction with the ad hoc committee will recruit, interview, and select "volunteers" to conduct the door-to-door campaign; the Steering Committee will be responsible for developing the needs assessment tool and arranging for training and evaluating. School District # 1 will serve as fiscal agent for the project; as fiscal agent, the District will be responsible for the recording of all financial transactions and the disseminating of monies.

Recruiting will be conducted during February and early March; training will be in March with the assessment itself beginning in April. (Personnel vitas will be forwarded in March.) There will be three types of "volunteers": (1) people who receive no compensation--strictly volunteer; (2) people who need compensation for mileage--much of Hot Springs County lies outside the corporate limits of Thermopolis and also houses a good many Seniors; (3) people who will receive a daily stipend for conducting the needs assessments.

SPECIAL PROJECT NUMBER _____ 80-WSP

(Please leave this space blank)

APPLICATION FOR ADULT EDUCATION SPECIAL PROJECT FUNDS

A. Name of Agency NCWCAP Project Director Jean Owsley

Number (if applicable) _____ Mailing Address 415 Springview

City Thermopolis County Hot Springs Zip Code 82443

B. Executive Officer of Agency E.J. "Joe" Stolns

Mailing Address P.O. Box 431 Worland, WY 82401

C. Treasurer of Agency Mrs. Mary Dixon

Mailing Address P.O. Box 431 Worland, WY 8240[illegible]

PROPOSED PROGRAM

A. Type of Program:

1. Teacher Training _____
2. Demonstration X

B. Prospective Number of Participants

Teachers 5-3

Administrative 1

Students 50-100

C. Starting Date of Project February1, 1981

D. Approximate Time Required One calendar year

E. Ending Date of Project February 2, 1982

BUDGET

A. Amount of Federal Funding Request	$ 15,000.71
B. Local Contribution/Match	$ 3,500.00
C. Total Amount of Proposed Program	$ 18,500.71

BUDGET NARRATIVE

1. Supervisory Personnel - Number 1 Cost $ 4250.71 (includes social security, FICA, etc.
2. Resource People - Number _____ Cost $ _____
3. Materials and Supplies - Type Office: paper, files, pens, xeroxing, etc.. Cost $ 2000.00
4. Travel Costs (Please be specific) Resource people, in-service training $ 300.00

5. Other Expenditures (Please be as specific as possible) Communications: $1,550.00

Phone: $[illegible]00.00		Training:	$1000.00
Postage: $550.00		Direct Admin. Costs:	$ 500.00
Advertising: $700.00			

6. Total Expenditures

a. State Grant Award Requests	$ 15,000.71
b. Local Matching (23%)	$ 3,500.00
c. Total Amount of Program	$ 18,500.71

Proposals submitted for consideration under this section of the Adult Education Act must provide training for adult education administrators and/or teachers or provide innovative or exemplary programs of adult education in Wyoming.

Statement of Assurances

1. None of the items or services in this program have been or will be contracted or otherwise purchased before it is approved.
2. Expenditures for each project will be completed thirty (30) days after the completion of each individual project and submitted to the Adult Education Office, State Department of Education.
3. A copy of invoices and paid claims and certification of expenditures will be maintained at the local agency office. Local audit reports must also be included with the Fiscal Report at termination of local program and sent to the State Department of Education.
4. Expenditures will be made in accordance with the provisions of the Act and rules and regulations established by the State Board of Education.
5. Copies of justification documents showing the identification of actual expenditures for local contributions such as time and effort documents will be required by the State Department of Education.
6. We agree to abide by the rules and regulations of the federal program as well as the State Department of Education in implementing this program. Grantee agrees to provide program information as required.
7. The Assurance of Compliance with Title VI of the Civil Rights Act applies to the application submitted herewith.
8. The Assurance of Compliance with Title IX of the Civil Rights Act applies to the application submitted herewith.

Vice-Chairman of the Board

Executive Officer

Nowcap, Inc. Box 431 Worland, WY 82401
Address

PLAN FOR TEACHER TRAINING/DEMONSTRATION

Please give a brief description of your proposed plan for a teacher training program or special project. Particular attention should be given to the following points:

1. Describe and document the need for this project in your community.
2. What are your specific program objectives? How do they relate to local, state, and national priorities?
3. How will this program be administered? Be specific.
4. What other community agencies will be involved in this project?
5. What personnel will be involved in this project? (Attach vita if available) Please explain the details of personnel involvement.
6. How will you evaluate this project in relation to your stated objectives?
7. How will you disseminate the results of this program?

1. Please refer to survey of Summer 1980.

2. Provide courses in the top five areas of interest and need as stated in the survey results; promote inter-agency cooperation by using Senior Companions program for one-on-one services to the elderly in this community. (Please see attached description of the Senior Companion program.) Additionally, other instructors and activities will be offered at the Senior Citizens' Center, Pioneer Home, Canyon Village and Canyon Manor.

3. A coordinator will be hired to oversee the program; do advertising; budgets; make arrangements for places, times, materials, etc. for classes; do mailings; phone calls; registrations; assist instructors in their planning and conducting of courses; assist in hiring and interviewing of instructors; and recommend clients to the Senior Companion program.

4. Please refer to attached page showing agencies cooperating with Project Senior.

5. One coordinator; 3-5 part-time instructors for various programs; 5 part- ime Senior Companions for home visits. (Also the director and secretary for Senior Companions.)

6. Evaluation will be done by Far Western Labs and provided for by the National Office of Education. 7. Results will be written and distributed to agencies in Hot Springs County as well as other counties requesting information.

PROGRAM NARRATIVE

Describe in detail how you plan to accomplish your program objectives (i.e., program implementation steps).

Following the hiring of a coordinator for Project Senior, plans for a 2½ day workshop on aging tentatively scheduled for March 4,5, & 6 will be finalized. The coordinator will also assist in the interviewing and recommendation of clients for Senior Companions. (Final decisions, however, will be made by the Senior Companions program director.) The workshop on aging will serve not only as training for the Senior Companions, but as continuing training for other agencies in the Basin area serving senior citizens.

Once the Senior Companions program is functioning smoothly, the coordinator will begin planning for other activities as outlined in the Summer Job server. Instructors for this phase of Project Senior will be hired on a part-time basis as general interest instructors through Central Wyoming College.

The coordinator will evaluate the various programs, maintain close contact with the Senior Companions, participate and arrange for in-service training for all instructors and Senior Companions, and begin new programs (classes) as requested.

The five member Task Force will serve as a board of directors for Project Senior. (Members include: Ceil Miner, UW Extension Agent in Home Economics; Shirley Rathbun, director, Big Horn Nutirtional Program; Joan Owsley, Adult Education coordinator; Steve Bury, director-site manager, Hot Springs County Senior Citizens' Center; and Ilene Johnson, outreach coordinator, NOWCAP.) Task Force members will also provide some training and evaluating services. Additionally, two new members of the Task Force will be requested: Dena Smith, director Senior Companions program and Dr. Abe Hitt, director, Hot Springs Counseling Service. At present, Juanita Morgan and Marie McDougall, Public Health Nurses serve as advisors to the Task Force.